The Management University of Africa

Sponsored by the Kenya Institute of Management

POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DOCTOR OF PHILOSOPHY IN MANAGEMENT AND LEADERSHIP

DML 904: ORGANIZATION DEVELOPMENT AND LEADERSHIP

DATE: ***10th DECEMBER 2016***

DURATION: 3 HOURS

MAXIMUM MARKS: 50

INSTRUCTIONS:

a) Write your registration number on the answer booklet.
b) **DO NOT** write on this question paper.
c) This paper contains **FOUR (4)** questions.
d) Question **ONE is compulsory.**
e) Answer any other **TWO** questions.
f) Question **ONE** carries **30 MARKS** and the rest carry **10 MARKS** each.
g) **Write all your answers in the Examination answer booklet provided**

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

MOT SURGICAL CORPORATION

Mot Surgical Corporation is a subsidiary of a large pharmaceutical company producing drugs and related medical products. Mot specializes in surgical sutures and has three manufacturing plants. At the time of the case, Mot's parent corporation had supported employee involvement for several years. It had encouraged subsidiaries to increase employee participation and the design meaningful jobs. The newest plant in region X was seen as a potential site to enrich jobs that at Mot's older plants had been routinized for years.

Traditionally, the jobs involved in producing surgical sutures were divided according to the three main stages of production. First, the job of *swager* involved attaching a surgical needle to a filament made of a catgut of synthetic fiber. The needle and filament were placed in a press, and the press joined the two together. The swaging activities were of a short time cycle, highly standardized, and repetitive; workers sat at individual presses turning out dozens of finished products per hour. Second, the job of *inspector* involved the inspection of swaging products for defects. Product quality was especially important because the condition of sutures can affect the outcome of surgery. Inspectors took samples of swaging product and visibly examined them. The job took extreme concentration because defects were difficulty to detect. Inspectors passed bad quality work back to relevant swagers and passed good quality products on to the next production stage. Third, the job of *handwinder* involved taking acceptable swaging product and winding it by hand into a figure eight for packaging. Like swaging, handwinding activities were highly routinized and repetitive; handwinders sat at individual work stations and wound literally thousands of figure eights per hour.

The activities surrounding the suture jobs were also highly programmed and scheduled. The market for surgical sutures was relatively stale. Production runs were long and scheduled well in advance. Changes in schedule were rare. Similarly, the

production methods associated with swaging, inspection, and handwinding were highly programmed, and technical changes in production were infrequent. The primary goal of management was the production of large quantities of acceptable product.

Before hiring in the new plant began, the three suture jobs were placed into discrete groups according to the specific type of suture produced. People in each product group were to be trained in all the three jobs. Members would stay on a job for a specified period of time and then rotate to another job. Performance of the swaging and handwinding jobs also included some minor setups, inspection, and scheduling activities. Weekly meetings were also planned so that employees could share information, solve common problems, and make work-related decisions. The new more enriched jobs were expected to result in high productivity and quality of work life.

Mot made great efforts to recruit people who were likely to respond favorably to enriched jobs. Newspapers advertisements and job interviews explicitly mentioned the enriched nature of the new jobs and the promise that employees would be involved in decision making. Potential recruits were shown the new plant setup and asked about their desire to learn new things and to be involved in decision making. About thirty people were hired and trained in the new job initially; additional employees were assimilated into the new plant over the next few months. The training program was oriented to learning to learning the swaging, inspection, and handwinding jobs and to gaining problem solving skills.

As training progressed and the plant gradually started production, several unexpected problems emerged. First, employees found it difficult to rotate among the different jobs without a considerable loss of production. The swaging, inspection and handwinding tasks involved entirely different kinds of manual dexterity and mental concentration. Each time people switched from one job to another, much relearning and practice were necessary to achieve a normal level of production. The net result of this rotation was

lowered-than-expected productivity. When this problem persisted, workers were urged to stay on one particular job.

A second problem concerned employee participation in decision making. During the early stages of the plant start-up, workers had ample opportunities for decision making. They were involved in solving certain break-in problems and deciding on housekeeping, personnel, and operating issues. They were undergoing training and had time to devote to problem solving without heavy pressures for production. Over time, however, plant operations became more routine and predictable, and there was less need for employee decision making. Moreover, increased pressures for production cut into the limited time devoted to decision making.

A third problem involved employee behaviors and attitudes. After six months of operation, employee's absenteeism and turnover were higher than the local industry average. People complained that the job was more routine and boring than they had expected. They felt that management had sold them a bill of goods about opportunities for decision making. These behaviors and attitudes were especially prevalent among those who were hired first and hard participated in the initial recruiting and start-up.

Required

a) Mot's problems with reduced performance and employees' withdrawal and dissatisfaction can be explained by assessing how well the job designs fit the inputs. Evaluate this fit. **(6 Marks)**

b) Conduct an individual-level diagnosis by focusing on the three major inputs at this level that are apparent in the case scenario. **(9 Marks)**

c) Using the key dimensions necessary for diagnosing individual jobs examine the issues for individuals in the case that will help you design effective HR interventions. **(15 Marks)**

QUESTION TWO

a) Explain the reasons Kotter (1995) provides on why planned change as envisioned by Lewin fail. **(4 Marks)**

b) Analyze the three stage model of organization change by Kurt Lewin. **(6 Marks)**

QUESTION THREE

When your company is in trouble, finding and understanding the sources of problems is not as simple as looking in the mirror.

a) Propose at least four guidelines for managers when searching for the sources of an organization's decline. **(4 Marks)**

b) Examine common pitfalls in perceiving the sources of decline and in understanding the sources of decline. **(6 Marks)**

QUESTION FOUR

Communicating during a crisis befalls on a leader to use different strategies. Think about a recent crisis, such as the Garissa University College attack.

a) Describe the steps necessary for persuasion when communicating in crises. **(4 Marks)**

b) What communication crises skills do you think our leadership should have used for effectiveness? **(6 Marks)**